

Executive Summary School Accountability Report Card, 2006-07

Johanna Boss High School

Address: 7650 South Newcastle Rd.
Stockton, CA 95213-9001

Phone: (209) 944-6155

Principal: Jacqueline Cloud

Grade Span: 8-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of eight institutional schools under the direction of the Division of Juvenile Justice (DJJ). The facility houses approximately 280 young men with an age range of 12 to 22 years. The majority of the students are between the ages of 16-17 years of age. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime on Victims and Anger Management are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

The mission statement for JBHS: **“The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical, respectful, responsible and tolerant lifelong learners, with an overall goal to enrich society with their skills, abilities, talents and imagination.”**

The Mission Statement for the California Education Authority (CEA): **“The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner.”**

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 191 |
| African American | 31% |
| American Indian or Alaska Native | 1% |
| Asian | 2% |
| Filipino | 0% |
| Hispanic or Latino | 53% |
| Pacific Islander | 1% |
| White (not Hispanic) | 12% |
| Multiple or No Response | 1% |
| Socioeconomically Disadvantaged | 100% |
| English Learners | 42% |
| Students with Disabilities | 30% |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 33 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Mis-assignments of Teachers of English Learners | 0 |
| Total Teacher Mis-assignments | 0 |

School Facilities

Summary of Most Recent Site Inspection

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-five classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated. Several classrooms have been painted within the past three years. Three new portable classrooms were built and placed into school service at the end of 2006.

Repairs Needed

Ongoing long term issues with the Heating and Cooling systems are currently being addressed in a major over-haul of the system. Custom-built boilers are being manufactured and installed indicating a long term quality repair.

Corrective Actions Taken or Planned

See above

Curriculum and Instructional Materials

School Finances

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | 22,052\$ |
| District | 21,712\$ |
| State | \$7,521 |

Student Performance

Academic Progress

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|---|
| English-Language Arts | 3% |
| Mathematics | 2% |
| Science | 3% |
| History-Social Science | 0% |

| Indicator | Result |
|---|--------------------|
| 2007 API Growth Score (from 2007 API Growth Report) | <u>ASAM School</u> |
| Statewide Rank (from 2007 API Base Report) | |
| 2007-08 Program Improvement Status (PI Year) | |

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | 100% |

Postsecondary Preparation

| Measures | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 0% |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 10% |

School Accountability Report Card Reported for School Year 2006-07

Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|-------------------------|--|-----------------------|---|
| School Name | Johanna Boss High School | District Name | California Education Authority |
| Street | 7650 South Newcastle Rd. | Phone Number | (916) 262-1500 |
| City, State, Zip | Stockton, CA 95213-9001 | Web Site | http://intranet/DJJ/education/edu_home.asp |
| Phone Number | (209) 944-6155 | Superintendent | Doug McKeever, Dir. Of Programs |
| Principal | Jacqueline Cloud | E-mail Address | Doug.McKeever@cdcr.ca.gov |
| E-mail Address | jcloud@cdcr.ca.gov | --- | --- |

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

This section provides information about the school's goals and programs.

Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of eight institutional schools under the direction of the Division of Juvenile Justice (DJJ). The facility houses approximately 280 young men with an age range of 12 to 22 years. The majority of the students are between the ages of 16-17 years of age. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime on Victims and Anger Management are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan (IEP) meetings. Once a month the Family Council meets to discuss the programs and services for their students. The parents are encouraged to be active participants. The parents are also encouraged to contact the education department for reports of their son's educational progress.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | | Grade 8 | 3 |
| Grade 1 | | Ungraded Elementary | 0 |
| Grade 2 | | Grade 9 | 37 |
| Grade 3 | | Grade 10 | 64 |
| Grade 4 | | Grade 11 | 57 |
| Grade 5 | | Grade 12 | 24 |
| Grade 6 | | Ungraded Secondary | 6 |
| Grade 7 | | Total Enrollment | 191 |

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 31% | White (not Hispanic) | 12% |
| American Indian or Alaska Native | 1% | Multiple or No Response | 1% |
| Asian | 2% | Socioeconomically Disadvantaged | 100% |
| Filipino | | English Learners | 42% |
| Hispanic or Latino | 53% | Students with Disabilities | 30% |
| Pacific Islander | 1% | n/a | n/a |

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2004-05 | | | | 2005-06 | | | | 2006-07 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| K-3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3-4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4-8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2004-05 | | | | 2005-06 | | | | 2006-07 | | | |
|---------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 17.1 | 15 | | | 12 | | 4 | | 14 | | 7 | |

| | | | | | | | | | | | | |
|-----------------------|------|---|--|--|----|--|---|--|----|--|----|--|
| Mathematics | 18.0 | 7 | | | 15 | | 7 | | 9 | | 12 | |
| Science | 18.0 | 5 | | | 15 | | 7 | | 13 | | 7 | |
| Social Science | 16.7 | 6 | | | 16 | | 6 | | 14 | | 9 | |

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

All personnel are provided with personal alarms, which are tested daily prior to the arrival of students. Classrooms are equipped with an inter-com system, which permits staff to have immediate communication with the correctional officer assigned to the school area. Fire evacuation maps are posted in common use areas. All classrooms are equipped with fire extinguishers and are checked by the on grounds fire department for compliance. The high school conducts quarterly fire drills in conjunction with the security section of the institution. The same drill is utilized for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of the students during the drills is a joint responsibility between the faculty and the security staff. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband upon entry and exiting of the school area. There is an institutional safety committee with representatives of all areas of the institutional departments that meets monthly to address health and safety issues. Safety training is ongoing for all school personnel.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Suspensions | N/A | N/A | N/A | N/A | N/A | N/A |
| Expulsions | N/A | N/A | N/A | N/A | N/A | N/A |

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-five classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated. Several classrooms have been painted within the past three years. Three new portable classrooms were built and placed into school service at the end of 2006.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Gas Leaks | x | | | |
| Mechanical Systems | | x | | Currently being upgraded |
| Windows/Doors/Gates (interior and exterior) | x | | | |

| | | | | |
|---|---|---|--|-----------------------------------|
| Interior Surfaces (walls, floors, and ceilings) | | x | | |
| Hazardous Materials (interior and exterior) | | x | | |
| Structural Damage | | x | | |
| Fire Safety | x | | | Regular reviews |
| Electrical (interior and exterior) | x | | | |
| Pest/Vermin Infestation | | x | | Much improved |
| Drinking Fountains (inside and outside) | | x | | |
| Restrooms | | x | | |
| Sewer | | x | | |
| Playground/School Grounds | | x | | |
| Roofs | | x | | |
| Overall Cleanliness | | x | | Regularly reviewed and maintained |

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | | x | |

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2004-05 | 2005-06 | 2006-07 | 2006-07 |
| With Full Credential | 20 | 25 | 33 | 252 |
| Without Full Credential | 0 | 2 | 0 | 1 |
| Teaching Outside Subject Area of Competence | | | 0 | n/a |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2005-06 | 2006-07 | 2007-08 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---------------------|--|--|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |

| | | |
|---|------|-----|
| This School | 100% | 0% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | N/A | N/A |

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|---|--|
| Academic Counselor | | |
| Library Media Teacher (Librarian) | 1 | n/a |
| Library Media Services Staff (paraprofessional) | | n/a |
| Psychologist | 1 | n/a |
| Social Worker | | n/a |
| Nurse | | n/a |
| Speech/Language/Hearing Specialist | 1 | n/a |
| Resource Specialist (non-teaching) | 2 | n/a |
| Other | | n/a |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|---|---|--|
| Reading/Language Arts | Excellent and current | 0 |
| Mathematics | Excellent and current | 0 |
| Science | Excellent and current | 0 |
| History-Social Science | Excellent and current | 0 |
| Foreign Language | Not currently offered | n/a |
| Health | Not currently offered | n/a |
| Science Laboratory Equipment (grades 9-12) | Not practical in this environment | n/a |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$22,052 | \$2,264 | \$19,428 | \$86,000 |
| District | \$21,712 | \$1,374 | \$20,338 | \$88,000 |
| Percent Difference – School Site and District | 1.54% | 39% | -4.6% | -2.3% |
| State | \$7,521 | N/A | N/A | \$63,640 |
| Percent Difference – School Site and State | 65% | N/A | N/A | +26% |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title 3/ELL
 Carl Perkins/Part A - State Leadership
 Carl Perkins/Part B - Secondary Education
 Workforce Investment ACT – Adult Education, Family Literacy
 Special Education/IDEA Part B
 Library-Media Program
 Prop 98/General Fund
 Lottery – State Special Fund

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|--|------------------|--|
| Beginning Teacher Salary | \$58,000 | \$38,525 |
| Mid-Range Teacher Salary | \$72,000 | \$61,142 |
| Highest Teacher Salary | \$96,000 | \$78,754 |
| Average Principal Salary (Elementary) | N/A | N/A |
| Average Principal Salary (Middle) | N/A | N/A |
| Average Principal Salary (High) | \$103,000 | \$102,007 |
| Superintendent Salary | \$74,076-160,572 | \$134,261 |
| Percent of Budget for Teacher Salaries | 95% | 36.7% |
| Percent of Budget for Administrative Salaries | 2% | 6.1% |

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| English-Language Arts | 1 | 1 | 3 | 3% | 2.2% | 1% | 40% | 42% | 43% |
| Mathematics | 1 | 11 | 2 | 1.5% | 3.5% | 2% | 38% | 40% | 40% |
| Science | 2 | 0 | 3 | 0.7% | 1.7% | 1% | 27% | 35% | 38% |
| History-Social Science | 1 | 0 | 0 | 1.8% | 0.5% | 1% | 32% | 33% | 33% |

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 4 | * | * | * |
| American Indian or Alaska Native | 0 | * | * | * |
| Asian | 0 | * | * | * |
| Filipino | 0 | * | * | * |
| Hispanic or Latino | 3 | * | * | * |
| Pacific Islander | 0 | * | * | * |
| White (not Hispanic) | 6 | * | * | * |
| Male | 6 | * | * | * |
| Female | n/a | * | * | * |
| Economically Disadvantaged | 6 | * | * | * |
| English Learners | 0 | | | |
| Students with Disabilities | 0 | | | |
| Students Receiving Migrant Education Services | 0 | | | |

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|------|------|-------|------|------|
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| Reading | No data | No data | No data | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | No data | No data | No data | N/A | N/A | N/A | N/A | N/A | N/A |

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group | Percent of Students Scoring at or Above the National Average | |
|---|--|-------------|
| | Reading | Mathematics |
| African American | No data | No data |
| American Indian or Alaska Native | No data | No data |
| Asian | No data | No data |
| Filipino | No data | No data |
| Hispanic or Latino | No data | No data |
| Pacific Islander | No data | No data |
| White (not Hispanic) | No data | No data |
| Male | No data | No data |
| Female | No data | No data |
| Economically Disadvantaged | No data | No data |
| English Learners | No data | No data |
| Students with Disabilities | No data | No data |
| Students Receiving Migrant Education Services | No data | No data |

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| English-Language Arts | 25% | 26% | 22 | 29% | 32% | 22% | 72% | 68% | 66% |
| Mathematics | 21 | 18 | 15 | 19% | 19% | 14% | 67% | 64% | 67% |

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| African American | 80 | 20 | | 84 | 16 | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 84 | 16 | | 90 | 10 | |
| Pacific Islander | | | | | | |
| White (not Hispanic) | 81 | 19 | | 80 | 20 | |
| Male | 78 | 22 | | 85 | 15 | |
| Female | n/a | | | | | |
| Economically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Students Receiving Migrant Education Services | | | | | | |
|--|--|--|--|--|--|--|

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|--------------------|--|
| 5 | n/a |
| 7 | n/a |
| 9 | 35.5% |

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

As an alternative school, JoHanna Boss High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2004 | 2005 | 2006 |
|------------------------|-------------|-------------|-------------|
| Statewide | n/a | n/a | n/a |
| Similar Schools | n/a | n/a | n/a |

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|---|--------------------------|----------------|----------------|------------------|
| | 2004-05 | 2005-06 | 2006-07 | 2007 |
| All Students at the School | n/a | n/a | n/a | n/a |
| African American | n/a | n/a | n/a | n/a |
| American Indian or Alaska Native | n/a | n/a | n/a | n/a |
| Asian | n/a | n/a | n/a | n/a |
| Filipino | n/a | n/a | n/a | n/a |
| Hispanic or Latino | n/a | n/a | n/a | n/a |
| Pacific Islander | n/a | n/a | n/a | n/a |
| White (not Hispanic) | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | n/a | n/a | n/a | n/a |
| English Learners | n/a | n/a | n/a | n/a |
| Students with Disabilities | n/a | n/a | n/a | n/a |

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

As an alternative school, JoHanna Boss High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | n/a | n/a |
| Participation Rate - English-Language Arts | n/a | n/a |
| Participation Rate - Mathematics | n/a | n/a |
| Percent Proficient - English-Language Arts | n/a | n/a |
| Percent Proficient - Mathematics | n/a | n/a |
| API | n/a | n/a |
| Graduation Rate | n/a | n/a |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

As an alternative school, JoHanna Boss High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

| Indicator | School | District |
|---|--------|----------|
| Program Improvement Status | n/a | n/a |
| First Year of Program Improvement | n/a | n/a |
| Year in Program Improvement | n/a | n/a |
| Number of Schools Currently in Program Improvement | n/a | n/a |
| Percent of Schools Currently in Program Improvement | n/a | n/a |

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for JoHanna Boss High School. However, the percentage of seniors graduating within their senior year at JoHanna Boss High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2006-07.

| Indicator | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Dropout Rate (1-year) | 0 | 0 | 0 | 0 | 0 | 0 | 3.2 | 3.1 | 3.5 |
| Graduation Rate | 100% | 100% | 100% | 100% | 100% | 100% | 85.3% | 84.9% | 85% |

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. *Note: "N/A" means that the student group is not numerically significant.*

| Group | Graduating Class of 2007 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 12 | 52.6% | N/A |
| African American | 2 | 17.5% | N/A |
| American Indian or Alaska Native | 2 | 0.4% | N/A |
| Asian | | 1.8% | N/A |
| Filipino | | 0.2% | N/A |
| Hispanic or Latino | 6 | 24.1% | N/A |
| Pacific Islander | | 0.8% | N/A |
| White (not Hispanic) | 2 | 7.8% | N/A |
| Socioeconomically Disadvantaged | 12 | 52.6% | N/A |
| English Learners | 3 | 12.0% | N/A |
| Students with Disabilities | 4 | 12.2% | N/A |

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils | 160 |
| Percent of pupils completing a CTE program and earning a high school diploma | 0 |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 0% |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0% |

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 2 | 10% |
| English | | n/a |
| Fine and Performing Arts | 5 | n/a |
| Foreign Language | | n/a |
| Mathematics | | n/a |
| Science | | n/a |
| Social Science | | n/a |
| All courses | | |

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Teachers have received training specifically designed for second language students. The teachers in the literacy classes have also received instruction on strategies in the classroom to ensure the students are gaining reading comprehension, developing oral reading and writing skills. JBHS has attained accreditation from the Western Association of Schools and Colleges (WASC). The school has a site-based leadership team that provides guidance and communication related to achieving the school wide goals.

Professional Development

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| K | | 36,000 |
| 1 | | 50,400 |
| 2 | | 50,400 |
| 3 | | 50,400 |
| 4 | | 54,000 |
| 5 | | 54,000 |
| 6 | | 54,000 |
| 7 | | 54,000 |
| 8 | | 54,000 |
| 9 | 72600 | 64,800 |
| 10 | 72600 | 64,800 |
| 11 | 72600 | 64,800 |
| 12 | 72600 | 64,800 |

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

| Grade Level | Instructional Days With At Least 180 Instructional Minutes | |
|-------------|--|-------------------|
| | Offered | State Requirement |
| 9 | 232 | 180 days |
| 10 | 232 | 180 days |
| 11 | 232 | 180 days |
| 12 | 232 | 180 days |

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

49 days are scheduled for student advising and counseling.